DOCUMENT RESUME

ED 212 633 SP 019 714

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TITLE Introduction to Stereotyping and Discrimination. Physical Educators for Equity. Module 1.
INSTITUTION Eastern Kentucky Univ., Richmond. Dept. of Physical Education.; Education Development Center, Inc., Newton, Mass. Women's Educational Equity Act Dissemination Center.
SPONS AGENCY Women's Educational Equity Act Program (ED), Washington, D.C.
PUB DATE 81
NOTE 24p.; For related documents, see SP 019 713-720.
AVAILABLE FROM WEEA Publishing Center, Educational Development Center, 55 Chapel Street, Newton, MA 02160 (Set of 7 modules: $8.00).

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Equal Education; Independent Study; Physical Education; Secondary Education; *Sex Bias; *Sex Discrimination; *Sex Fairness; *Sex Stereotypes; Social Behavior; Socialization; Teacher Attitudes; *Teacher Education

ABSTRACT

This module, designed to help physical education teachers reduce sex bias in secondary physical education classes, may be used as part of a self-study program or in conjunction with a workshop or seminar. The objectives of the module are to enable teachers to recognize stereotyping, become aware of how stereotyping affects individuals, and to recognize examples of sex-role stereotyping in physical education classes. Discussions are offered on the subjects of stereotyping in general, sex-role stereotyping, sex discrimination, educational equity, sex-role socialization, and sexism. Exercises are provided on each topic. References for further reading are included. (JD)

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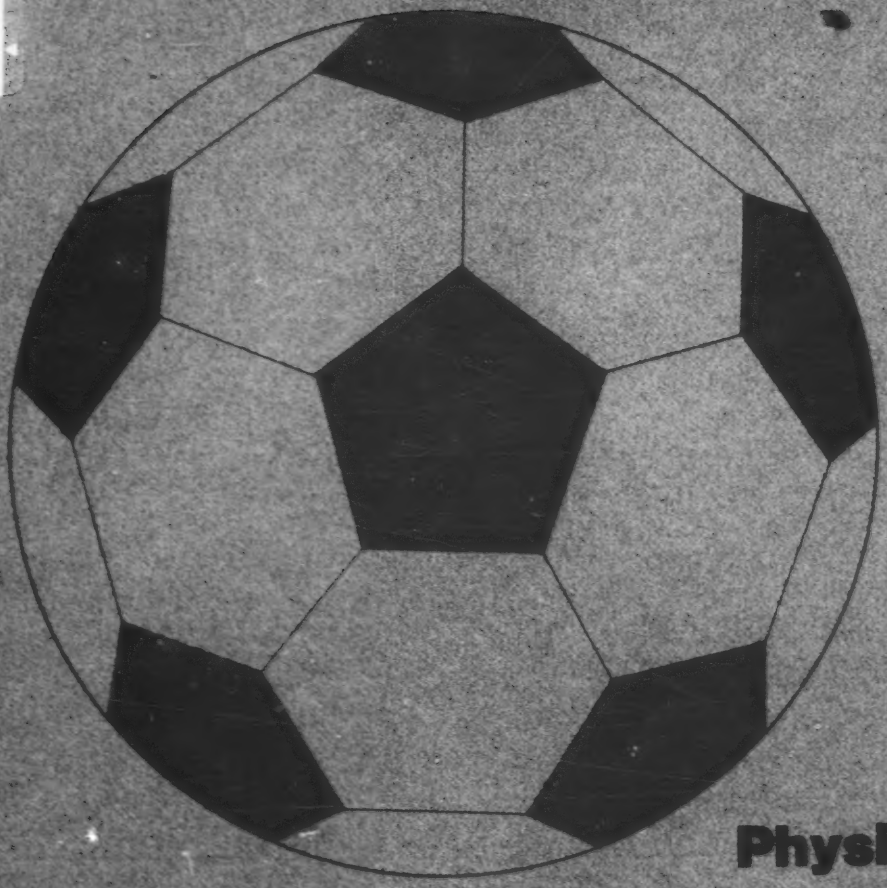
Introduction to Stereotyping and Discrimination



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Physical Educators for Equity

1

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PHYSICAL EDUCATORS FOR EQUITY

MODULE 1

INTRODUCTION TO STEREOTYPING AND DISCRIMINATION

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The activity which is the subject of this report was produced under a grant from the U.S. Department of Education, under the auspices of the Women's Educational Equity Act. Opinions expressed herein do not necessarily reflect the position or policy of the Department, and no official endorsement should be inferred.

Printed and distributed by The WEEA Publishing Center, 1981,
at Education Development Center, 55 Chapel Street,
Newton, Massachusetts 02160

MODULE 1

CONTENTS

Acknowledgments iv

Introduction v

Objectives vi

Stereotyping 1

Exercise 1 2

Exercise 2 5

Sex-Role Stereotyping 7

Exercise 3 8

Sex Discrimination 9

Educational Equity 11

Exercise 4 12

Sex-Role Socialization 15

Sexism 17

Exercise 5 18

References 19

Directions for module use: Read the module, following the instructions given throughout. At any time you may refer to preceding pages.

ACKNOWLEDGMENTS

Development of Modules 1-7 in their revised forms is the result of the professional contributions of many people. Appreciation is extended to all those who played a role in this unique effort to reduce sex bias in secondary physical education instruction and program operation.

The services of Agnes Chrietzberg, assessment specialist, were invaluable in all phases of the project, from conception to completion. Mary Neikirk, curriculum specialist, spearheaded the preparation of all modules and contributed enormously to the research and writing. Mary Dee Leslie, validation coordinator, assisted with many aspects of module development and validation. Gratitude is expressed to Peggy Stanaland, Harold Holmes, Geraldine Polvino, Dorothy Kirkpatrick, and Richard Lee Gentry for their assistance in module development and/or field testing. Carrie Haag was indispensable in her assistance with module development, cover designs, and manuscript preparation. Persons who served as validation subjects and those interviewed for module content selection deserve a particular word of thanks. Nancy Ferrell, illustrator; Darlene Ogden, instructional materials technologist; and Theresa Snow, graphic artist, offered specialized skills essential to the preparation of the materials. Linda Bain, Carol Stamm, and Marilyn LaPlante merit recognition for sharing their expertise as consultants in the areas of curriculum and assessment. Appreciation is extended to Carolyn Siegel, Reda Wolfinbarger, and Linda Holt for typing various drafts of the modules. For general assistance with a variety of assignments related to the project, Kristine Freck, Mary K. Osborne, and Becky Baker are acknowledged.

A special thank-you goes to colleagues around the country who assisted with the development and validation of the modules. The eight consultants who provided critical comments on the first draft of the modules were Dean Austin, Richard Jones, Doug Knox, Lois Kruger, Barb Landers, Diane O'Brien, Pauline Rossman, and Mike Swain. The seven national site coordinators who collected data for module validation were Wanda Buckley, Claire Combs, Fran Hermance, Joe Kohlmaier, Janet Koontz, Virginia Peters, and Judie Uhlir.

To all those who have supported this effort in many ways and especially the professionals who have worked toward a better understanding of the physical education needs of both women and men, special thanks and respect.

INTRODUCTION

This module is one of seven which are to be used as a self-study program. The modules are designed to promote the elimination of sex-role stereotyping and sex discrimination in secondary school physical education classes.

Each module contains written materials, illustrations, and learning exercises with directions for their use. At the end of each module, references are cited and resources for further study are provided. Completing each module will take a maximum of one hour, except for Module 1, which can be finished in less than one-half hour.

The content of the modules is as follows:

Module 1: Introduction to stereotyping and discrimination

Module 2: Sex-role stereotyping and its effects

Module 3: Biological sex differences

Module 4: Title IX

Module 5: Curriculum development

Module 6: Teacher behavior

Module 7: Student performance evaluation

In these modules, material which is quoted or drawn from a specific source is indicated by a reference in the text, such as (5) or (3, p. 113), corresponding to the numbered list of references at the end of each module.

Note: Throughout the modules, female high school students are referred to as girls and male high school students as boys. This is consistent with the designations used by professional organizations and associations which govern and promote various sports. However, it is recognized that in many parts of the country these students are referred to as women and men. Readers are encouraged to substitute the appropriate terms as necessary.

OBJECTIVES

Upon completion of this module, you will be able to:

1. Recognize stereotyping.
2. Become aware of how stereotyping affects you.
3. Define the following terms: stereotyping, sex-role stereotyping, sex discrimination, educational equity, sex-role socialization, and sexism.
4. Recognize examples of sex-role stereotyping and discrimination in physical education.

STEREOTYPING

In beginning to deal with sex-role stereotyping and discrimination, let's start with you.

T H I N K O F A L L T H E G R O U P S

O F W H I C H Y O U A R E

A M E M B E R

Let's see . . . I . . . was born and raised in Kentucky.
. . . graduated from Tubman High School.
. . . am one-eighth Cherokee.
. . . sing in the city chorus.
. . . am a judo brown belt.
. . . am a member of the local Sierra Club.
. . . am 37 years old.

EXERCISE 1

List all the groups of which you are a member. In the example below, Mr. Jones has listed the groups to which he belongs. As you can see from reading his list, there are many different types of groups of which a person can be a member.

Mr. Jones has listed the following groups:

Men

Boy Scout Troup Leaders

Coaches

East Avenue Tennis Club

Native New Yorkers

Blacks

Teachers

Basketball Players

AAHPER

Republicans

Lefthanders

List your groups in the space below. Try to think of some types of groups besides those Mr. Jones has listed.

Keeping in mind the groups you have listed, consider the following information about

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S T E R E O T Y P I N G
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DEFINITION:

Stereotyping is . . .

the arbitrary <u>assigning</u> of habits, abilities, and expectations to people solely on the basis of <u>group membership</u>, regardless of their attributes as individuals.

Because people are in groups,

<u>other</u> people sometimes label them.

<u>FOR EXAMPLE</u>

1. Married people are stable.
2. Older people are grouchy.
3. Men are aggressive.
4. Redheads have hot tempers.
5. Women are passive.

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S T E R E O T Y P E S

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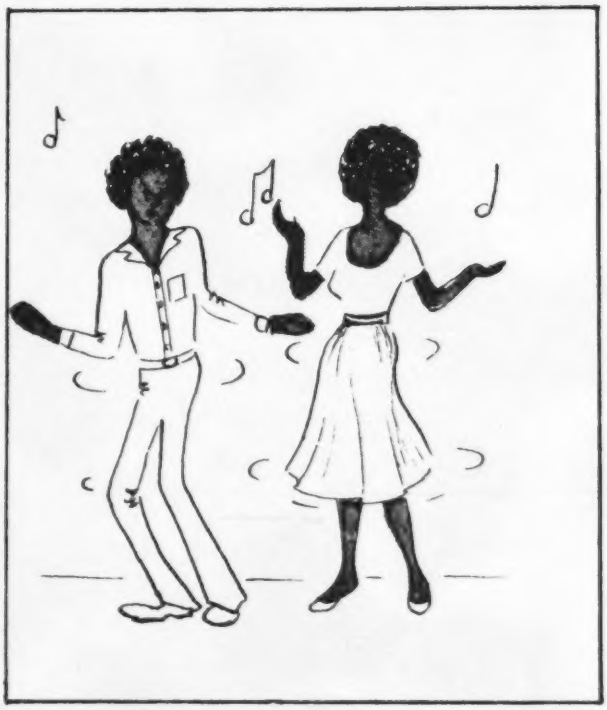
Football players are dumb.

Blacks are good dancers.

12

EXERCISE 2

In the space provided in the column entitled "Stereotypes," write an example of a stereotype for each group listed. If possible, include stereotypes of some groups to which you belong. In the examples below, men are stereotyped as competitive and southerners are stereotyped as bigoted.

GROUPS	STEREOTYPES
Men	(Competitive)
Women	
Blacks	
Whites	
Southerners	(Bigoted)
Redheads	
Short people	
Teenagers	
Athletes	
Lefthanders	
Write your own:	

Do <u>you</u> fit any of these stereotypes?

As you can see, there are inconsistencies when an individual is expected to be a certain way just because he/she belongs to a particular group. You probably don't fit the stereotypes of several of the groups of which you are a member.

When you consider the sex category, you will find that females and males are often stereotyped. Men are supposed to act only in certain ways and women only in certain other ways, with very little overlapping of behaviors. Sex-role stereotyping is a particular form of stereotyping.

DEFINITION:

Sex-role stereotyping . . .

assuming that females and males will act in certain ways because of their sex, rather than because of other factors such as age, experience, education, personality, and interests.

Assumptions are also made that members of the same sex have the same abilities, interests, and values. For example, some people assume that males like to play football. However, there are many men who do not like to play football; some don't even like to watch football games. On the other hand, many women enjoy watching football. Furthermore, quite a few women like to play football and some of them even do so professionally in the National Women's Football League. So, to assume that a person's interest in and ability to participate in football is related to his/her sex is not appropriate. People who enjoy and play football do so because of their interest in the game, not because they are males or females.

Examples of Sex-Role Stereotyping

1. Women/girls excel in dance.
2. Girls are not encouraged to participate in the newly formed Soccer Club, because the club advisor thinks all that running is unladylike.
3. A boy should not cry after he has been hit by a baseball. It's all right for a girl in the same situation to cry.
4. Girls prefer synchronized swimming to wrestling.
5. Boys prefer to take weight training rather than ballet.
6. Female students are referred to as soft, ladylike, girls; male students are referred to as tough, masculine, men.
7. Boys are educated to be leaders; girls are not educated to be leaders.
8. Girls are expected to be quiet and proper; boys are expected to be noisy and rowdy.
9. Females should take only "light exercise." Males should engage in strenuous activity.
10. Females lack the capacity to develop the cardiovascular endurance necessary for long-distance running.
11. Males lack the capacity to develop the flexibility necessary for jazz dance.

As you can see from these examples, sex-role stereotyping adversely affects men and boys as well as women and girls. When stereotyped behaviors are encouraged, members of both sexes are limited by what society says they can do. Education, with its concern for development of the whole person, should support a wide range of acceptable behaviors for both sexes. Thus, both females and males should be encouraged to select activities and courses of study based on their interests rather than on what traditionally has been considered appropriate for their sex.

EXERCISE 3

Read each example below. Circle the number of the example if it shows sex-role stereotyping.

1. Men can excel at needlepoint and knitting.
2. Women should run distances of only two miles or less.
3. Girls and boys should be encouraged to do weight training.
4. Boys are not interested in modern dance.
5. Girls are not tough enough to play football.

ANSWERS

You should have circled 2, 4, and 5. If you had difficulty with this exercise, review pages 1 through 8.

SEX DISCRIMINATION

DEFINITION:

Sex discrimination is . . .

favoring one sex over the other;

denying a person opportunities to

participate because of his/her sex.

FOR EXAMPLE

1. Boys are allowed to use the weight-training facilities and equipment in conditioning classes; girls are not.
2. Only girls may enroll in synchronized swimming classes.
3. Boys do not have locker-room facilities in the swimming pool area; girls do.
4. Girls are not allowed to participate in a five-mile run at the end of a semester-long coed conditioning class.
5. Boys in coed gynmastics class are not permitted to use the balance beam.
6. Posters depicting performance of sports skills portray only males.
7. Photographs illustrating modern dance techniques depict only females.
8. In classes, girls must wear a one-piece suit made of synthetic material, whereas boys may wear any type of shorts and shirts.

EDUCATIONAL EQUITY

DEFINITION:

Educational equity is . . .

the elimination of discrimination on the basis of sex; the elimination of sex-role stereotyping and of sex-role socialization, which together prevent full and fair participation, particularly by females, in educational programs and in American society in general.

Educational equity does not imply the development of new stereotypes for men and women. In equitable programs, both men and women can choose freely among and benefit from opportunities in educational institutions and programs, with limitations determined only by each individual's interests, aptitudes, and abilities (1, p. 33010).

FOR EXAMPLE

In equitable programs . . .

1. Both boys and girls can choose to learn and participate in football, weight training, and wrestling.
2. Both girls and boys can choose to learn and participate in dance and gymnastics.
3. Females can use the previously all-male training room.
4. Boys as well as girls have opportunities to enroll in sewing classes.
5. Girls as well as boys have opportunities to enroll in welding classes.
6. Locker-room facilities for both sexes are comparable in terms of space and equipment.

EXERCISE 4

Read each example given below. Indicate with a checkmark in the proper blank(s) whether the example shows sex-role stereotyping and/or sex discrimination or wether the example is not stereotyped or discriminatory.

	Statement indicates sex-role stereotyping	Statement indicates sex-discrimination	Statement indicates no stereotyping or discrimination
1. Women and girls, regardless of hair length, must wear caps in the swimming pool, whereas men and boys need not, even if they have long hair.	_____	_____	_____
2. Bill is encouraged by his advisor to take chemistry rather than poetry.	_____	_____	_____
3. Only boys are allowed to participate in a seminar entitled "Your Career as a Doctor."	_____	_____	_____
4. All interested students are encouraged to take the mini-course entitled "Exploring Non-Traditional Job Opportunities."	_____	_____	_____
5. Proper physical activity for a young lady should consist of short walks (c. 1850).	_____	_____	_____
6. Yolanda and Doris join the riflery team.	_____	_____	_____
7. Christina is reprimanded for correcting a teacher's inaccurate explanation of a technique, whereas Robert is thanked for "bringing it to my attention."	_____	_____	_____

	Statement indicates sex-role stereotyping	Statement indicates sex discrimination	Statement indicates no stereotyping or discrimination
8. Tom cannot check out a basketball for after-class practice from the former "girls' equipment room," but Betty Ann can.	_____	_____	_____
9. Following two weeks of instruction in one-wall handball, an intramural tournament is organized. Competition is in four divisions: girls, boys, open, and mixed doubles.	_____	_____	_____
10. All students must be able to long jump at least 6'5" in order to pass track and field.	_____	_____	_____

ANSWERS

	Statement indicates sex-role stereotyping	Statement indicates sex discrimination	Statement indicates no stereotyping or discrimination
1.	_____	X	_____

Often people prefer not to wear caps while swimming. Not requiring men to wear caps is favoring them and discriminating against women. One way to avoid such discrimination is to require all swimmers to wear caps.

2.	X	_____	_____

Such encouragement perpetuates the notion that males prefer to be scientists rather than poets. To avoid stereotyping, members of both sexes should be encouraged to study subjects related to their interests and abilities rather than to society's role expectations.

	Statement indicates sex-role stereotyping	Statement indicates sex discrimination	Statement indicates no stereotyping or discrimination
3.	X	X	

This is both discrimination and stereotyping. Girls are not given the opportunity to find out about being doctors. Moreover, the assumption is that girls are neither interested in nor capable of entering this profession.

4.			X
5.	X		

Such limited exercise maintains the image of "ladylike," and is stereotyping.

6.			X
7.	X	X	

Girls are expected to listen quietly and not be assertive. Boys are expected to speak up and interact. These are both stereotypes. The teacher's behavior is also discriminatory, as she/he appears to treat the students differently based on their sex.

8.		X	

In this case, a male is denied the opportunity to use equipment which females can use.

9.			X

Students are provided with a variety of situations in which to test the skills they have acquired.*

10.		X	

Using a single standard for performance of a skill based on strength discriminates against most females and some males. An alternative approach, which would not discriminate according to sex, would be to establish different performance standards for persons of different strength levels.

---

*Although this technique could lead to mutually exclusive groups of boys and girls (de facto segregation), the statement does not indicate sex-role stereotyping or sex discrimination.

SEX-ROLE SOCIALIZATION

Socialization is a complex process which cannot be treated adequately in one page. The intent here is to indicate that sex-role stereotyping is closely related to, and often the result of, sex-role socialization.

Parents, teachers, coaches, and friends are important influences during socialization. Interaction with these significant others helps to mold an individual into a sex role.

DEFINITION:

Sex-role socialization is . . .

the <u>different</u> and discriminating <u>processes</u>

and experiences used to <u>prepare</u> females and

males for the <u>roles</u> that society defines as

<u>appropriate</u> for their sex (1, p. 33010).

<u>FOR EXAMPLE</u>

Sex-role socialization has included . . .

1. Encouraging boys to run and catch and throw from a very early age. Encouraging girls to walk (instead of run) and to play quietly.
2. Treating girls so they will be "sweet." Treating boys so they will be "tough."
3. Educating boys to be doctors, lawyers, and engineers. Training girls to be nurses, secretaries, and housewives.
4. Providing girls with clothing, such as dresses of fine fabric, which restricts activity. Providing boys with clothing, such as jeans or durable denim, which encourages activity.

SEXISM

DEFINITION:

Sexism is . . .

anything (other than actual reproduction)

which limits a person's role in life

according to sex.

Usually sexism takes the form of assigning girls and women to subordinate, passive roles. This limits their participation in the areas most valued intellectually and economically in our society. Dominant roles and activities outside the home are reinforced for men and boys (2).

FOR EXAMPLE

1. Boys are doctors. Girls are nurses.
   Boys invent things. Girls use what boys invent.

   --Whitney Darrow, Jr.
   Author (3, p. T5-12)

2. For some reason women are supposed to be more suitable than men for looking after children. This is nonsense. It is a suggestion propagated by men who surrogate the responsibility because they do not want to do it themselves.

   --John Kenneth Galbraith
   American economist (3, p. T5-9)

3. . . . This does not mean a girl has to be masculine to be a good athlete; she can be a champion and still be as beautiful and graceful as any dancer.

   --Philip J. Rasch, Physiologist
   Roger K. Burke, Kinesiologist
   (5, p. 559)

EXERCISE 5

Below are lists of terms and definitions. Match each definition with the proper term by writing the letter of the definition in the blank to the left of the number.

_____ 1. Stereotyping	a. Denying a person opportunities because of her/his sex.
_____ 2. Sex-role stereotyping	b. Assuming that males and females will act in certain ways because of their sex.
_____ 3. Sex discrimination	c. Eliminating sex discrimination and sex-role stereotyping in education.
_____ 4. Educational equity	d. Arbitrary assigning of abilities, etc., solely on the basis of group membership.

ANSWERS

1. d
2. b
3. a
4. c

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5. Rasch, Philip J., and Roger K. Burke. Kinesiology and Applied Anatomy, 5th ed. Philadelphia: Lea and Febiger, 1974.

19 ★ U.S. GOVERNMENT PRINTING OFFICE: 1981 500-221/216